

Intervention Evolution:

A Riverside Story



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Riverside Local Schools



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A Brief History of Interventions

2017/18: Interventions pushed into the regular classroom, but often students were taken away from Core Reading Instruction. Intervention times were set up by IS and Title.

2018/19: Interventions pushed into the regular classroom. Students were not taken away from Core Reading Instruction. Intervention times were set up by IS and Title.

2019-20: 20 minutes per classroom set by IS and Title.

2020/21: Kindergarten through second grade 50 minutes, 3rd grade 45 minutes, 4th-6th grade 35-40 minutes. All students on IEPs were put in one classroom at each grade level.

A Brief History of Interventions

2021/22: Pre-K 30 minutes, Kindergarten through second grade 50 minutes, 3rd grade 45 minutes, 4th-6th grade 35-40 minutes. All interventionists combined students from both classrooms. Every child received intervention. Classroom teachers provided intervention to on level students. Related Arts took top students.

2022/23: Pre-K 30 minutes, Kindergarten through second grade 50 minutes, 3rd grade 45 minutes, 4th-6th grade 35-40 minutes. All interventionists combined students from both classrooms. Every child received intervention. Classroom teachers provided intervention to on level students. Related Arts took top 25% of students at each grade level. Non-negotiables implemented.



Intervention Non-Negotiables

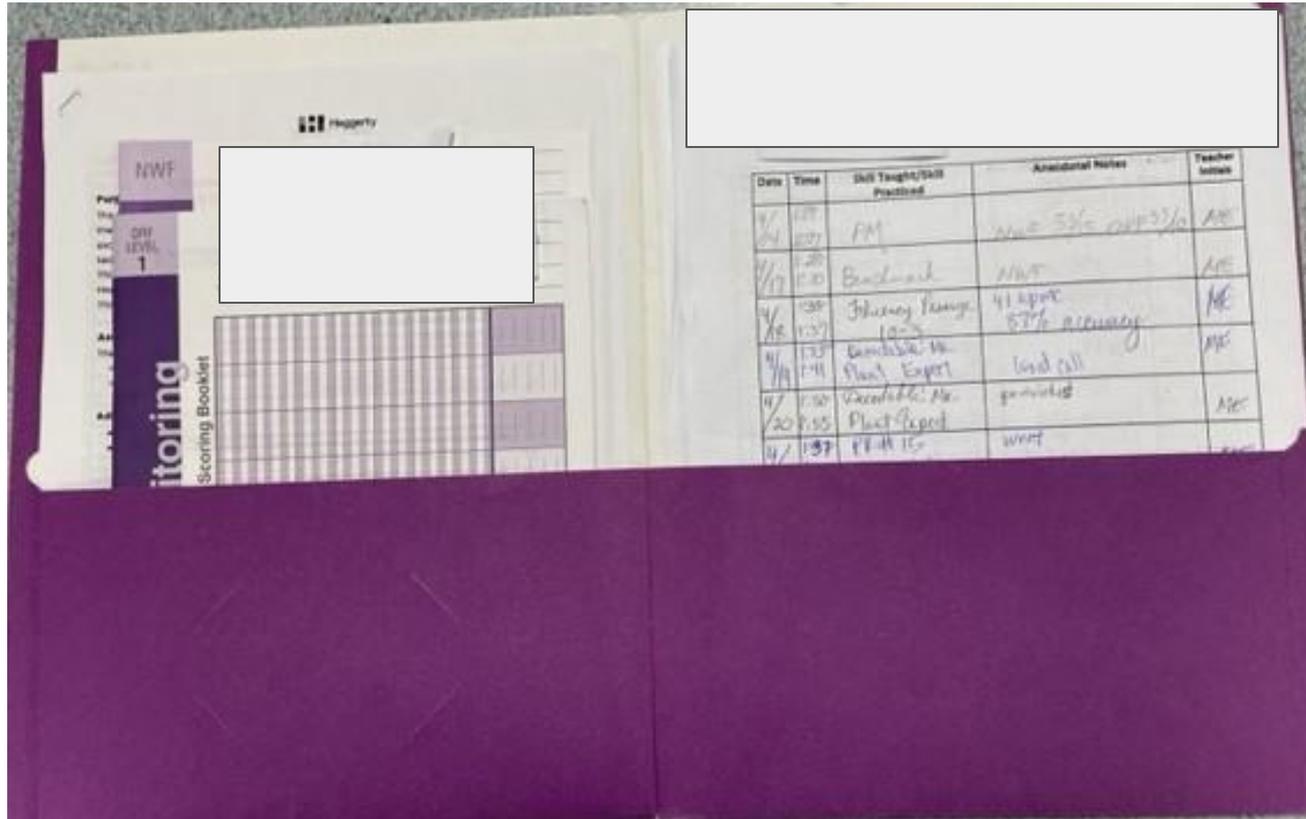
- **ALL** students receive intervention.
- Every teacher must have a designated area for interventions to take place. You can use a table or desks to do this. Teacher and student(s) should all have a chair to use.
- Whenever possible, work with small groups instead of one-on-one. This will optimize the number of students who receive the same intervention instruction.
- Limit computer time to no more than 15 minutes for each child.
- For students to receive intervention from Related Arts teachers they must be in the top 25% of your students on Acadience results *Composite* score at the BOY benchmark with no subscore below green. Any students to qualify to move into that group throughout the school year will need to be reviewed by the Multidisciplinary Grade Level Team (TBT).
- Reading interventions in first through sixth grade will have an oral reading component and comprehension questions daily.
- If you are using a program with your students, please follow it with fidelity. If you finish the lesson early, you can add on with other activities.
- Remember, intervention time is a gift that allows students to receive extra instruction. Use the time wisely! If you end your group early, pull others up to read or do an activity.

Intervention Logs

Intervention Log																									
Student _____		Start Date _____																							
Classroom Teacher _____																									
Grade: (circle one) Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8																									
Focus Area: (circle one) Phonological/Phonemic Awareness Phonics Fluency																									
Vocabulary		Comprehension		Writing																					
				Other _____																					
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">AA- Alphabet Arc</td> <td style="width: 33%; border: none;">Morph- Morphology</td> <td style="width: 33%; border: none;">SCR-Super Charged Reader BKG _____</td> </tr> <tr> <td style="border: none;">ELK- Elkonin boxes w/chips</td> <td style="border: none;">PCT-Phrase Cued Text</td> <td style="border: none;">Text Comp- <u>Title</u>, Chunk/Retell</td> </tr> <tr> <td style="border: none;">FP-Fry Phrases</td> <td style="border: none;">PR- Power Reader BKG _____</td> <td style="border: none;">TMZ-Tap It, Map It, Zap It</td> </tr> <tr> <td style="border: none;">HG-Heggerty</td> <td style="border: none;">RP- Rhyme Production</td> <td style="border: none;">TMGZ- Tap It, Map It, Zap It, Graph It, Zap It</td> </tr> <tr> <td style="border: none;">KP-Kilpatrick Book-W/Felt or WO/Felt</td> <td style="border: none;">RR- Repeated Reading</td> <td style="border: none;">WS- Word Sort <u>à vs ã</u></td> </tr> <tr> <td style="border: none;">L/S- Letter Is/Sound Is</td> <td style="border: none;">RRec- Rhyme Recognition</td> <td style="border: none;">WVP- West Virginia Phonics Lesson _____</td> </tr> <tr> <td style="border: none;">LT- Letter Tiles</td> <td style="border: none;">SBSB-Sound by Sound Blending</td> <td style="border: none;"></td> </tr> </table>					AA- Alphabet Arc	Morph- Morphology	SCR-Super Charged Reader BKG _____	ELK- Elkonin boxes w/chips	PCT-Phrase Cued Text	Text Comp- <u>Title</u> , Chunk/Retell	FP-Fry Phrases	PR- Power Reader BKG _____	TMZ-Tap It, Map It, Zap It	HG-Heggerty	RP- Rhyme Production	TMGZ- Tap It, Map It, Zap It, Graph It, Zap It	KP-Kilpatrick Book-W/Felt or WO/Felt	RR- Repeated Reading	WS- Word Sort <u>à vs ã</u>	L/S- Letter Is/Sound Is	RRec- Rhyme Recognition	WVP- West Virginia Phonics Lesson _____	LT- Letter Tiles	SBSB-Sound by Sound Blending	
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Date	Time	Skill Taught/Skill Practiced	Anecdotal Notes	Teacher Initials																					

Please note if student was absent and did not receive intervention at their assigned time.

Intervention Folders



Assessments

Acadience K-6

PELI Pre-School

<https://acadiencelarning.org/>

Benchmark 3 times per year

Progress Monitoring:

- Yellow: 1 time per month
- Red: 2 times per month

Goal Setting

Acadience Goals for 2022-23

First Grade

ELA

Sub Test	BOY	MOY Goal	MOY Results	EOY Goal	EOY Results
NWF WWR	At/Above 59% Below 41%	At/Above 70% Below 30%	At/Above 94% Below 6%	At/Above 98% Below 2%	At/Above Below
ORF WC	At/Above Below	At/Above Below	At/Above 56% Below 45%	At/Above 70% Below 30%	At/Above Below
ORF Acc	At/Above Below	At/Above Below	At/Above 53% Below 47%	At/Above 65% Below 35%	At/Above Below
	At/Above Below	At/Above Below	At/Above Below	At/Above Below	At/Above Below

Planning for Interventions

Phonics & Word Reading Survey

Purpose: It is a tool for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught.



Planning for Interventions

Spelling Screener

Purpose: The words used in the screener assess the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns in their gradeband (K-2, 3+).

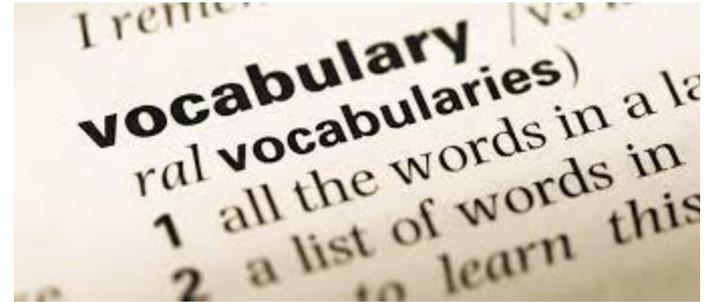


Planning for Interventions

Vocabulary Screener

Grades 1-8

Purpose: This measures how well students understand their grade level vocabulary after reading silently. It does not assess comprehension because there is no passage reading, and there is no context provided for the words to help understand the meaning of the word.



Planning for Interventions

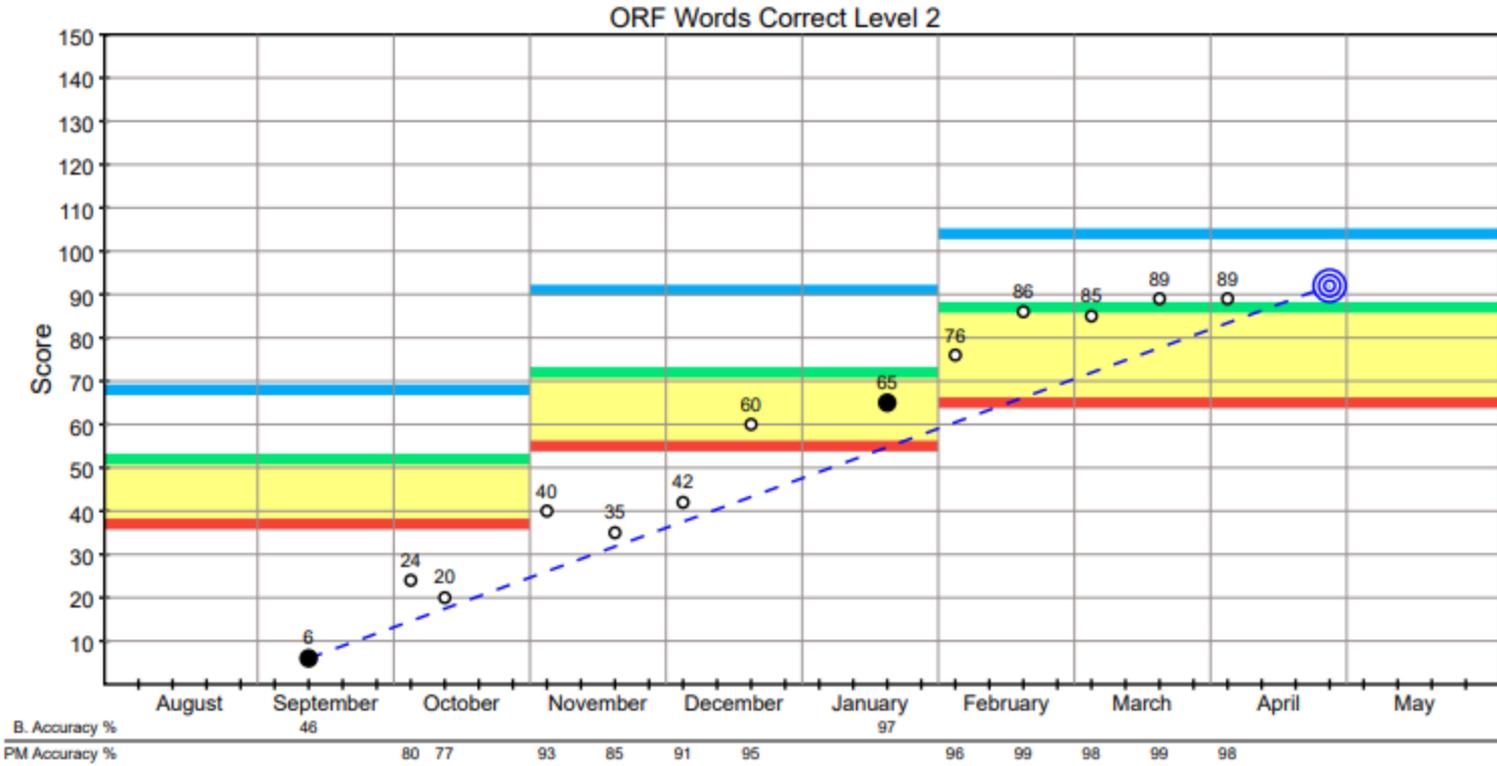
1. Complete grade level benchmark assessments.
2. Complete assessments and screeners.
3. Analyze results with the teacher based team (TBT).
4. Group students into small groups based off of results.
5. Develop a lesson schedule.



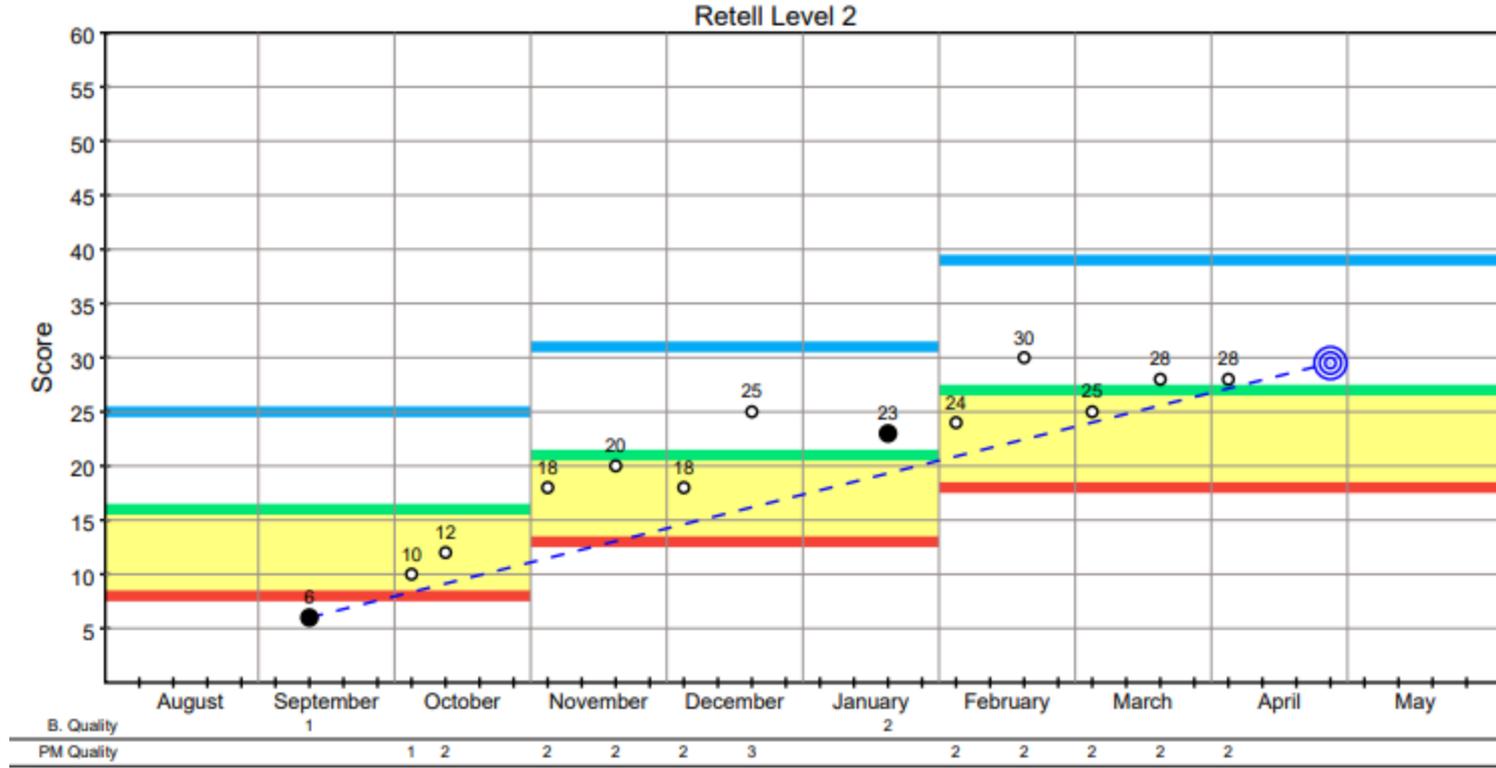
Lesson Demonstration



Results



Results



Results 6th Grade

Class 1

Middle of Year

ORF Words Correct	ORF Acc.	ORF Retell	ORF Retell Quality	Maze Adj. Score	RCS
121	100%	52	4	26	449
124	100%	30	3	29	420
150	100%	55	4	34	516
175	99%	39	3	40	525
112	98%	29	2	23	366
119	100%	35	3	45	489
136	100%	65	4	34	522
118	99%	32	3	27	402
134	100%	30	3	38	466
149	99%	42	4	28	457
124	100%	31	3	28	418
118	99%	25	2	27	388
146	99%	52	4	33	494
135	100%	35	3	27	433
165	99%	38	3	50	553
217	100%	46	4	50	629
184	100%	46	4	38	548
167	99%	41	4	37	509
109	97%	29	2	19	358
144.1	99.5%	40.2	3.3	34.1	476.9

3/34 or 8% are in interventions. 2 of these students are on IEPs.

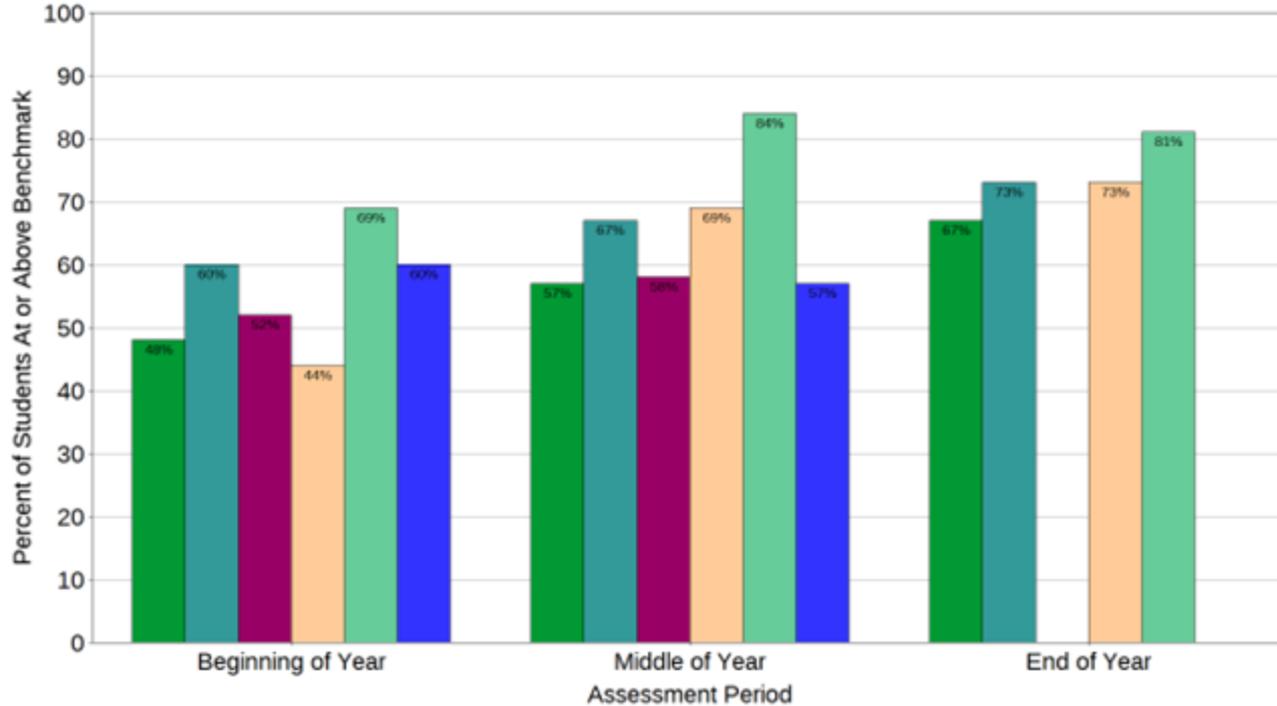
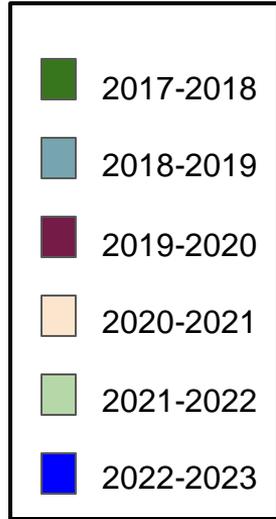
Class 2

Middle of Year

ORF Words Correct	ORF Acc.	ORF Retell	ORF Retell Quality	Maze Adj. Score	RCS
107	99%	22	2	36	407
81	93%	19	1	19	259
109	100%	25	2	21	363
175	99%	42	4	36	515
117	100%	42	4	31	445
160	99%	37	4	34	482
44	92%	21	2	3	154
133	99%	40	4	24	421
119	100%	26	2	29	407
207	100%	43	4	33	545
126	100%	32	3	25	410
181	100%	48	4	44	573
57	97%	23	2	10	239
136	99%	31	3	46	494
139	99%	37	3	32	453
144	99%	39	4	33	466
109	97%	29	2	19	358
127.2	98.4%	32.9	3	28.5	414.6

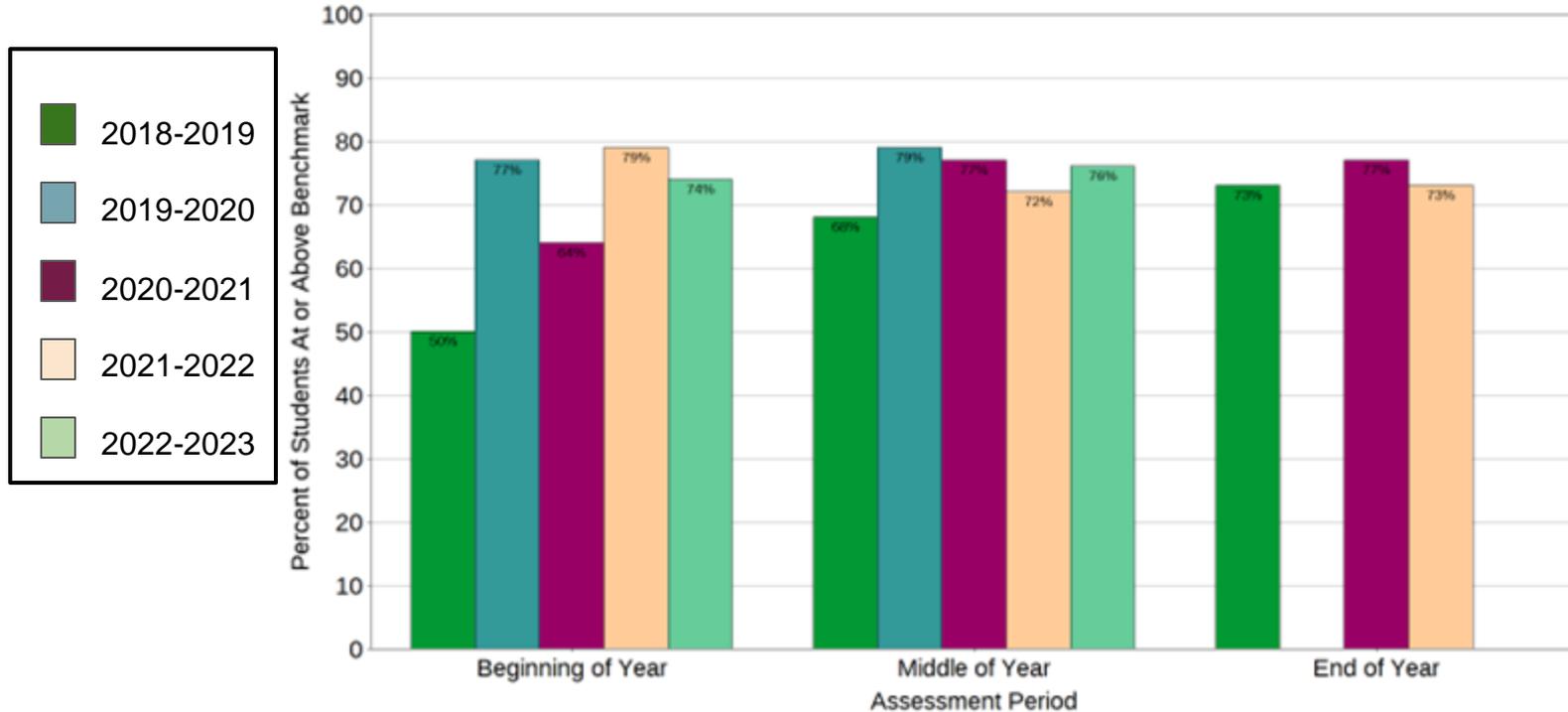
Results: Kindergarten

Reading Composite Score



Results: 4th Grade

Reading Composite Score

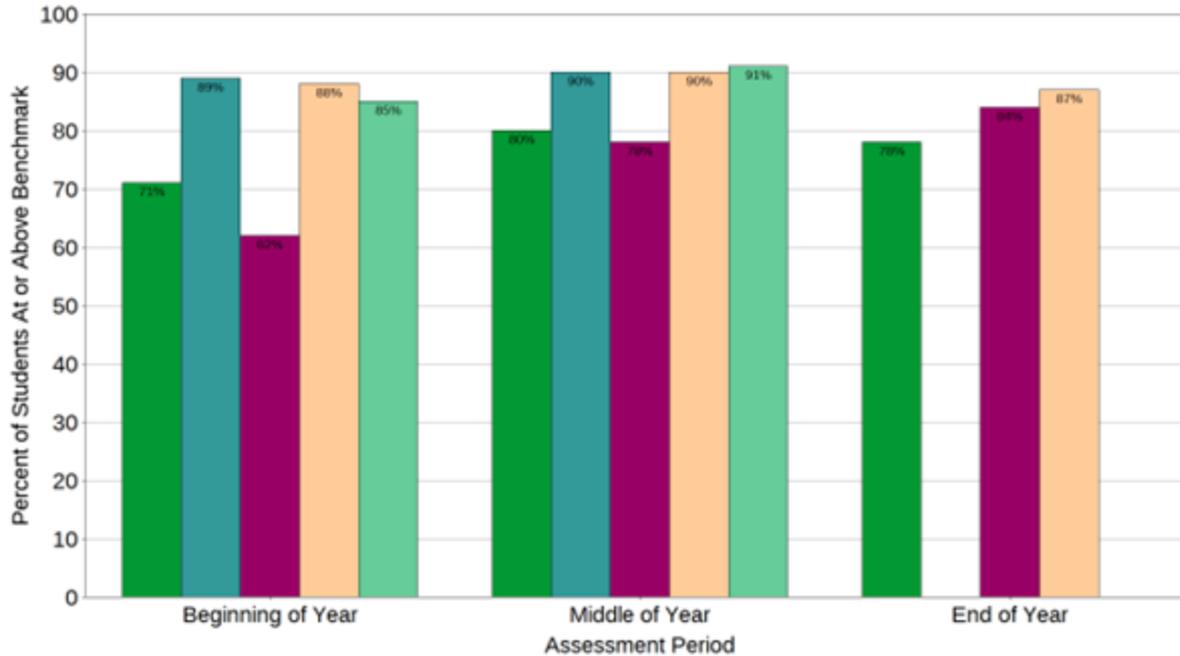
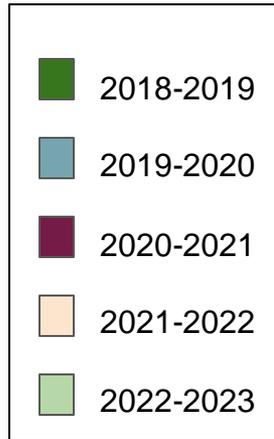


Results: 6th Grade

Multi-Year Percent at Benchmark

Acadience Reading K-6

Reading Composite Score





QUESTIONS



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